

Interrelationship between Personality Traits and Emotional Intelligence of Secondary Teachers in India

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ABSTRACT

Emotional intelligence is an ability to control our emotions in abnormal situations. Now it is widely accepted that emotional intelligence also a key determinant for success and also in development in personality. Personality is a sum total of emotions. By taking a sample of 200 secondary school teachers an attempt has made to find out the relationship between emotional intelligence and different factors of personality of secondary school teachers. Results indicated that there was no significant difference between emotional intelligence of secondary school teachers in relation to gender and stream in which they are teaching. Further, a positive relationship found in the emotional intelligence and some of personality factors but many personality factors were negatively related to emotional intelligence of different groups of secondary school teachers but most type of relationship was not significant.

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1. INTRODUCTION

The concept of emotional intelligence was first brought into scientific terms in 1990 by Jack Mayer and Peter Salovey (1995) [1]. Recently another psychologist, Daniel Goleman (1995), proposed a theory on emotional intelligence that centered around five traits [2]. Developments have also been made on measuring emotional intelligence, and analyzing its correlation with an individual's level of success. Emotional intelligence is a set of skills, attitudes, abilities and competencies that determine the individual's behavior, reactions, state of mind, coping style and communication style. These factors directly affects the level of success, satisfaction, ability to connect to other people as well as the individual's ability to cope with stress, level of self stream, perception of control and overall level of mental and emotional well being. Mayer & Salovey (1997) conducted a study on Emotional intelligence, affect, and attitudes [3]. The result of the study was that despite important exceptions people are usually motivated to seek pleasant feelings and avoid unpleasant emotions. The ability to manage emotions can help people nurture positive effect, avoid being overwhelmed by negative effect, and cope with stress. Other emotional abilities, such as perceiving and understanding emotions, also contribute indirectly to the quality of emotional experience by helping people to identify and interpret cues that inform self-regulatory action. Therefore emotional intelligence should contribute to positive affect and attitudes at work.

Man is a social animal which gets affected from its surroundings. Every man has his or her personality which is very unique in nature and characteristics. According to Cattell (1950), "Personality is that which permits a prediction of what a person will do in a given situation" [4]. Personality was and is

always a point of discussion among philosopher, psychologist and educationist. Many eminent scholars define personality in their own words. Personality is an abstract concept which involves actions, emotions, recognitions and motivations of a person. Despite having many common personality traits, humans have unique personality. The personality is remained constant in a long time; nevertheless, it is changed from one position to another one. Measuring the personality and describing the personality traits has been paid attention by the psychologists from a long time ago. Identifying the people's personality traits is necessary in many living situations. Pevin & John, (2001) said that Personality is a set of psychological traits and mechanism within the individual which was organized, relatively endured and influenced his or her interaction with the adaptation to the environment [5]. Alport, (1961) elaborate personality that it consists of dynamic organization traits that determine how a person adjust himself uniquely to those environment includes seven categories; bio-physical, bio-social, unique, integrative, adjustment, differentiate essential and omnibus [6]. By some other definitions and elaborations it could be said that Personality is an abstract concept which involves a total sum of actions, emotions, recognitions of any human creature with their surroundings. Personality is the sum total of habits, characteristics, traits of any person which remains unchanged for a long time in normal conditions.

A study by Matchimanon (2001) examined the relationship between personality and emotional intelligence of 304 employees [7]. The finding revealed that overall emotional intelligence was significantly related with personality dimensions at .01 level. Donald H. Saklofske (2003) conducted a study on a sample of 354 students to examine the relationship between personality traits and Emotional Intelligence [8]. EI was found to be negatively and significantly correlated with Neuroticism, and positively and significantly correlated with Extraversion, Openness, Agreeableness and Conscientiousness. However, there are mixed results with respect to extroversion and empathy. Duran, A. Extremera, N. & Rey, L. (2004) examined the relationship among dimensions of self reported emotional intelligence, engagement and burnout and found that emotional functioning and work related variables in a professional sample were significantly related [9]. Kemp et al. (2005) explored relationship between Brain Resource Inventory for emotional intelligence and variables relevant to understanding on emotional intelligence [10]. It was found that emotional intelligence was associated more with personality than cognitive ability. It came out that the study on relationship between personality and emotional intelligence by aiming to explore what dimensions of personality strongly correlated with aspect of emotional intelligence. Amrita and Khadirawan (2006) found that gender, age and qualifications influence the emotional intelligence of school teachers [11]. Todd H. Drew (2006) conducted a study to see the relationship between emotional intelligence and student teacher performance [12]. The study is an important contribution to the literature in that it appears to be the first study to explore the possibility an assess event instrument can predict STP are related. However, data, collected from the cooperating teacher and student teacher perspective did not reveal any statistically significant relationship. Updhyaya (2006) has studied the personality of emotionally intelligent student-teachers on a sample of 78 student-teachers [13]. It was found that as compared to low emotionally intelligent student-teachers, high emotionally intelligent student-teachers are more confident, persistent, supportive, enthusiastic and divergent. The research conducted by Besharat (2010) as 'studying the relationship between the aspect of personality and emotional intelligence' [14]. The research results showed that there is a significant positive correlation between emotional intelligence, the dimensions of extraversion, managing the experiences, harmony and conscientiousness and negative relationship between emotional. According to Petrides (2010) a stronger relationship was reported between emotional intelligence and big five personality [15]. Hudani et al (2012) found Conscientiousness, Openness, Extraversion and Agreeableness are positively correlates with emotional intelligence [16].

Teacher is also covered with their surrounding and environment. Everything which is happening in surrounding affects both emotional intelligence and personality of a teacher. Teacher is a key determinant of success of any society so it is quite necessary to observe the personality pattern and emotional intelligence. Teacher's personality affects students very much. So a question arises in the mind of investigator whether there is any relationship between personality pattern and emotional intelligence of teacher. For this purpose this investigation carried out.

Problem Statement

Interrelationship between personality traits and emotional intelligence of secondary teachers in India.

Operational Definitions

- a. Emotional Intelligence: Emotional intelligence refers to emotional reasoning. It points to the ability to express one's emotions, understand one's own and others emotions, regulate one's own emotions and manage emotions of others.
- b. Personality: Personality is sum total of habits, attitudes, attitudes and trait of any individual.

2. RESEARCH METHOD

In this study descriptive survey method was used.

Population and Sample

In this study all secondary school's teachers of Rampur city were considered as population. After these 200 secondary school teachers were selected as sample on the random basis. In this sample there were 100 male and 100 female teachers. In this entire sample there were 105 teachers from art stream and 95 teachers from science stream.

Instruments Used

1. Test of Emotional Intelligence by Dr Girijesh Sharma (2005) was used to measure the emotional intelligence of secondary school teachers [17]. TEI (S-TF) contains 33 multiple choice items related to emotional intelligence. There is no time-limit for giving responses. Test-retest reliability has been found to be .87 (N=64). Reliability has also been calculated by using Kuder-Richardson method by the researcher and it has been found to be .79. Validity has been established against the ratings of teacher educators. Percentile norms for the test are available.
2. 16 PF Test- Personality was measured with the help of Cattell's 16 Personality factor Questionnaire. (Indian adaptation by S.D. Kapoor) Form 'A' of the test has been used for measuring the personality of student-teachers. 16 PF questionnaires is an objective test devised by basic research in psychology to give the most complete coverage of personality possible in brief time.

3. ANALYSIS AND INTERPRETATION

Table 1. Means, standard deviations and t-ratio showing the difference in the emotional intelligence of male and female secondary school teachers

Groups	N	Mean	S.D.	D	t
Male	100	17.98	11.64	0.48	0.56*
Female	100	18.15	5.25		

*not significant

Table 1 shows that mean emotional intelligence scores for male secondary school teachers is 17.98 and for female secondary school teachers, it is 18.15. The value of t-ratio ($= 0.56$) is not significant at 0.05 level. It means that null hypothesis stands accepted. So, it can be inferred that male and female secondary school teachers do not differ from one another on emotional intelligence.

Table 2. Means, standard deviations and t-ratio showing the difference in emotional intelligence among secondary school teachers belonging to arts and science streams

Groups	N	Mean	S.D.	D	t
Arts	105	19.99	9.54	0.57	0.77*
Science	95	17.79	5.86		

*not significant

Table 2 shows that mean emotional intelligence scores for secondary school teachers of arts stream is 19.99 and for secondary school teachers of science stream it is 17.79. The value of t-ratio ($= 0.77$) is not significant at 0.05 level. It means that null hypothesis stands accepted. So it can be inferred that secondary school teachers of arts and science streams do not differ from one another on emotional intelligence.

Table 3. Means, standard deviations and t-ratios showing the differences in personality factors of male and female secondary school teachers

S.No	Personality factors	Male (N=100)		Female (N=100)		D	‘t’
		Mean	S.D.	Mean	S.D.		
1.	Reserved vs. Outgoing (A)	9.7	2.25	9.27	2.32	0.36	1.64
2.	Less intelligent vs. More intelligent (B)	8.32	2.50	9.10	2.04	0.01	0.03
3.	Affected by feelings vs. Emotionally stable (C)	13.98	3.74	12.91	3.59	0.28	0.76
4.	Humble vs. Assertive (E)	11.99	3.77	10.51	3.54	1.47	4.34**
5.	Sober vs. Happy-Go-Lucky (F)	12.49	3.55	11.48	3.69	1.04	2.91**
6.	Expedient vs. Conscientious (G)	14.16	3.17	13.454	2.59	0.62	2.10*
7.	Shy vs. Venturesome (H)	15.42	4.94	13.31	4.79	2.03	4.34**
8.	Tough-Minded vs. Tender-Minded (I)	10.56	2.91	11.70	2.88	0.19	0.49
9.	Trusting vs. Suspicious (L)	10.33	2.77	9.80	2.34	0.29	1.02
10.	Practical vs. Imaginative (M)	13.58	4.03	12.83	3.65	0.66	2.90**
11.	Forthright vs. Shrewd (N)	11.69	2.69	11.56	3.47	0.70	2.55**
12.	Placid vs. Apprehensive (O)	9.18	4.79	11.68	3.74	0.77	2.55*
13.	Conservative vs. Experimenting (Q ₁)	9.90	2.25	9.37	2.24	0.15	0.51
14.	Group-Dependent vs. Self-Sufficient (Q ₂)	11.72	2.46	11.78	2.94	10	0.24
15.	Undisciplined self-Conflict vs. Controlled (Q ₃)	9.95	2.61	11.38	3.55	0.93	2.45*
16.	Relaxed vs. Tense (Q ₄)	11.26	4.34	11.52	4.54	1.18	2.69**

*/** significant at .05 / .01 level

The values of t-ratio are significant for the personality factors G, O, Q₃ at 0.05 level. For six personality factors viz. E, F, H, M, N, and Q₄ t-ratios are significant at 0.01 level while for rest of the personality factors, the values of t-ratios are not significant at 0.05 level. It means that as compared to female secondary school teachers, male secondary school teachers are more assertive, happy-go-lucky, venturesome and imaginative while as compare to male secondary school teachers, female secondary school teachers are more conscientious, shrewd, apprehensive, controlled and tense. Male and female secondary school teachers do not differ from one another on the personality factors A, B, C, I, L, Q₁ and Q₂.

Table 4. Means, standard deviations and t-ratio showing the difference in personality-factors of secondary school teachers belonging to arts and science streams

S.No	Personality factors	Arts (N=105)		Science (N=95)		D	T
		Mean	S.D.	Mean	S.D.		
1.	Reserved vs. Outgoing (A)	9.23	2.33	9.54	2.47	0.05	0.17
2.	Less intelligent vs. More intelligent (B)	8.39	2.55	8.67	2.34	0.08	0.24
3.	Affected by feelings vs. Emotionally stable (C)	13.11	3.55	14.48	3.99	0.27	0.73
4.	Humble vs. Assertive (E)	12.16	3.72	11.56	3.19	0.08	0.26
5.	Sober vs. Happy-Go-Lucky (F)	11.55	3.85	11.94	3.83	0.07	0.17
6.	Expedient vs. Conscientious (G)	14.00	2.89	13.93	3.78	0.49	1.45
7.	Shy vs. Venturesome (H)	14.99	4.54	14.56	4.67	0.24	0.46
8.	Tough-Minded vs. Tender-Minded (I)	11.32	2.65	11.34	2.83	1.38	4.99**
9.	Trusting vs. Suspicious (L)	10.90	2.54	9.84	2.71	0.29	0.96
10.	Practical vs. Imaginative (M)	12.34	2.98	12.61	2.95	0.44	1.67
11.	Forthright vs. Shrewd (N)	11.34	2.77	11.39	2.62	0.29	0.99
12.	Placid vs. Apprehensive (O)	11.38	3.97	10.46	3.77	0.35	0.97
13.	Conservative vs. Experimenting (Q ₁)	9.95	2.66	10.56	2.63	0.81	2.40*
14.	Group-Dependent vs. Self-Sufficient (Q ₂)	10.99	2.86	11.08	2.93	0.09	0.32
15.	Undisciplined self-Conflict vs. Controlled (Q ₃)	11.77	2.74	12.79	2.69	0.07	0.25
16.	Relaxed vs. Tense (Q ₄)	11.89	5.28	10.94	4.50	0.25	0.36

*/** significant at .05 / .01 level

The values of t-ratio for the personality factors 'Q₁' and 'I' are significant at 0.05 level and 0.01 level respectively. For the rest of the personality factors, the values of t-ratio are not significant. It means that as compared to secondary school teachers of arts stream, secondary school teachers of science stream are more experimenting while as compare to secondary school teachers of science stream, secondary school teachers of arts stream are more tender-minded. Secondary school teachers of arts and science streams do not differ from one another on personality factors – A, B, C, E, F, G, H, L, M, N, O, Q₂, Q₃ and Q₄.

Table 5. Correlations between emotional intelligence and personality factor 'A: *Reserved vs. Outgoing*' for various groups of secondary school teachers

S.N.	Groups	N	Value of correlation
1.	Male secondary school teachers	100	0.08
2.	Female secondary school teachers	100	-0.32
3.	Secondary school teachers of arts stream	105	-0.09
4.	Secondary school teachers of science stream	95	0.20

Observation of the table 5 shows that the values of correlation between emotional intelligence and personality factor A for male and female secondary school teachers are 0.08 and -0.32 respectively and both are not significant at .05 level. It means that there is no relationship between the emotional intelligence and personality factor A among male and female secondary school teachers.

Values of correlation between emotional intelligence and personality factor A for the secondary school teachers of arts and science streams are -0.09 and 0.20 respectively. Both are not significant at .05 level. It means that emotional intelligence is not related to personality factor A for the secondary school teachers of arts and science streams. To sum up, it can be said that emotional intelligence is not related to personality factor A among secondary school teachers.

Table 6. Correlation between emotional intelligence and personality factor 'B: *Less intelligent vs. More intelligent*' for various groups of secondary school teachers.

S.N.	Groups	N	Value of correlation
1.	Male secondary school teachers	100	0.21*
2.	Female secondary school teachers	100	0.25**
3.	Secondary school teachers of arts stream	105	0.19***
4.	Secondary school teachers of science stream	95	0.19

*/**/*** significant at .05/.01/.001 level

Observations of the table 6 shows that the values of correlation between emotional intelligence and personality factor B for male and female student teachers are 0.21 and 0.25 respectively. Former is significant at .05 level while the latter is significant at .01 level. It means that emotional intelligence is positively related to personality factor B among male and female secondary school teachers.

Values of correlation between emotional intelligence and personality factor B for the secondary school teachers of arts and science streams are 0.19 and 0.19 respectively. Former is significant at .001 level while the latter is not significant. So it can be inferred that emotional intelligence is positively related to personality factor B among the secondary school teachers of arts stream while for the secondary school teachers of science stream, emotional intelligence is not related to personality factor B.

Table 7. Correlation between emotional intelligence and personality factor 'C: *affected by feelings vs. Emotionally stable*' for various groups of secondary school teachers

S.N.	Groups	N	Value of correlation
1.	Male secondary school teachers	100	0.02
2.	Female secondary school teachers	100	0.29**
3.	Secondary school teachers of arts stream	105	0.09
4.	Secondary school teachers of science stream	95	0.27*

*/** significant at .05/.01level

Observations of the table 7 shows that the values of correlation between emotional intelligence and personality factor C for male and female secondary school teachers are 0.02 and 0.29 respectively. Former is

not significant at .05 level while the latter is significant at .01 level. It means that emotional intelligence is not related to personality factor C among male secondary school teachers while for the female secondary school teachers, emotional intelligence is positively related to personality factor C.

Values of correlation between emotional intelligence and personality factor C for the secondary school teachers of arts and science streams are 0.09 and 0.27 respectively. Former is not significant at .05 level while the latter is significant at .05 level. It means that the emotional intelligence is not related to personality factor C for the secondary school teachers of arts stream while for the secondary school teachers of science stream emotional intelligence is positively related to personality factor C.

Table 8. Correlation between emotional intelligence and personality factor 'E: *Humble* vs. *Assertive*' for various groups of secondary school teachers

S.N.	Groups	N	Value of correlation
1	Male secondary school teachers	100	0.10
2.	Female secondary school teachers	100	-0.09
3.	Secondary school teachers of arts stream	105	0.16
4.	Secondary school teachers of science stream	95	-0.19

Observation of the table 8 shows that the values of correlation between emotional intelligence and personality factor E for male and female secondary school teachers are 0.10 and -0.09 respectively and both are not significant at .05 level. So, it can be inferred that emotional intelligence is not related to personality factor E among male and female secondary school teachers.

Values of correlation between emotional intelligence and personality factor E for the secondary school teachers of arts and science streams are 0.16 and -0.19 respectively and both are not significant and .05 level. It means that emotional intelligence is not related to personality factor E for the secondary school teachers of arts and science streams.

Table 9. Correlation between emotional intelligence and personality factor 'F: *Sober* vs. *Happy-Go-Lucky*' for various groups of secondary school teachers

S.N.	Groups	NV	Value of correlation
1	Male secondary school teachers	100	-0.03
2.	Female secondary school teachers	100	-0.16
3.	Secondary school teachers of arts stream	105	-0.05
4.	Secondary school teachers of science stream	95	-0.18

Observation of the table 9 shows that the values of correlation between emotional intelligence and personality factor 'F: *Sober* vs. *Happy-go-lucky*' for male and female secondary school teachers are -0.03 and -0.16 respectively. For the secondary school teachers of arts and science streams the values of correlations are -0.05 and -0.18.

Table 10. Correlation between emotional intelligence and personality factor 'G: *Expedient* vs. *Conscientious*' for various groups of secondary school teachers

S.N.	Groups	N	Value of correlation
1	Male secondary school teachers	100	0.29**
2.	Female secondary school teachers	100	0.41***
3.	Secondary school teachers of arts stream	105	0.30***
4.	Secondary school teachers of science stream	95	0.42***

/* significant at .01/.001 level

Observation of the table 10 shows that the values of correlation between emotional intelligence and personality factor 'G: *Expedient* vs. *Conscientious*' for male and female secondary school teachers are 0.29 and 0.41 respectively. Former is significant at .01 level while the latter is significant at .001 level. It means that emotional intelligence among male and female secondary school teachers is positively related to personality factor G.

Values of correlation between emotional intelligence and personality factor G for the secondary school teachers of arts and science streams are 0.30 and 0.42 respectively. Both are significant at .001 level.

It means that emotional intelligence among the secondary school teachers of arts and science streams is positively related to personality factor G.

Table 11. Correlation between emotional intelligence and personality factor 'H: *Shy vs. Venturesome*' for various groups of secondary school teachers

S.N.	Groups	N	Value of correlation
1	Male secondary school teachers	100	0.04
2.	Female secondary school teachers	100	0.27**
3.	secondary school teachers of arts stream	105	0.09
4.	secondary school teachers of science stream	95	0.21*

/ significant at .05/.01 level

Observation of the table 11 shows that the values of correlation between emotional intelligence and personality factor H for male and female secondary school teacher are 0.04 and 0.27 respectively. Former is not significant at .05 level while the latter is significant at .01 level. It means that emotional intelligence is not related to personality factor 'H: *Shy vs. Venturesome*' while for female secondary school teachers, emotional intelligence is positively related to personality factor H.

Values of correlation between emotional intelligence and personality factor H for the secondary school teacher of arts and science streams are 0.09 and 0.21 respectively. Former is not significant at .05 level while the latter is significant at .05 level. It means that emotional intelligence is not related to personality factor H for secondary school teacher of arts stream while for the secondary school teacher of science stream, emotional intelligence is positively related to personality factor H.

Table 12. Correlation between emotional intelligence and personality factor 'I: *Tough-Minded vs. Tender-Minded*' for various groups of secondary school teachers

S.N.	Groups	N	Value of correlation
1	Male secondary school teachers	100	-0.04
2.	Female secondary school teachers	100	0.09
3.	secondary school teachers of arts stream	105	0.03
4.	secondary school teachers of science stream	95	-0.007

Observation of the table 12 shows that the values of correlation between emotional intelligence and personality factor 'I: *Tough-Minded vs. Tender-Minded*' for male and female secondary school teacher are -0.04 and 0.09 respectively for secondary school teachers.

Table 13. Correlation between emotional intelligence and personality factor 'L: *Trusting vs. Suspicious*' for various groups of secondary school teachers

S.N.	Groups	N	Value of correlation
1	Male secondary school teachers	100	-0.02
2.	Female secondary school teachers	100	-0.11
3.	secondary school teachers of arts stream	105	-0.05
4.	secondary school teachers of science stream	95	-0.19

Observation of the table 13 shows that the values of correlation between emotional intelligence and personality factor 'L: *Trusting vs. Suspicious*' for male and female secondary school teacher are -0.02 and -0.11 respectively. For the secondary school teachers of arts and science streams the values of correlations are -0.05 and -0.19. To conclude, it can be said that emotional intelligence among secondary school teachers is not related to personality factor 'L: *Trusting vs. Suspicious*'

Table 14. Correlation between emotional intelligence and personality factor 'M: Practical vs. Imaginative' for various groups of secondary school teachers

S.N.	Groups	N	Value of correlation
1	Male secondary school teachers	100	-0.16*
2.	Female secondary school teachers	100	-0.13
3.	secondary school teachers of arts stream	105	-0.15*
4.	secondary school teachers of science stream	95	-0.09

*/** significant at .05/.01 level

Observation of the table 14 shows that the values of correlation between emotional intelligence and personality factor 'M: Practical vs. Imaginative' for male and female secondary school teacher are -0.16 and -0.13. The former is significant at .05 level while the latter is not significant at .05 level. So, it can be inferred that emotional intelligence among male secondary school teacher is negatively related to personality factor M but for the female secondary school teacher, emotional intelligence is not significantly related to personality factor M.

Values of correlation between emotional intelligence among the secondary school teachers of arts and science streams and personality factor M are -0.15 and -0.09. The former is significant at .05 level while the latter is not significant at .05 level. It means that emotional intelligence among the secondary school teachers of arts stream is negatively related to personality factor M while for the secondary school teacher of science stream; emotional intelligence is not related to personality factor M.

Table 15. Correlation between emotional intelligence and personality factor 'N: Forthright vs. Shrewd' for various groups f secondary school teachers

S.N.	Groups	N	Value of correlation
1	Male secondary school teachers	205	-0.05
2.	Female secondary school teachers	208	-0.09
3.	secondary school teachers of arts stream	285	-0.04
4.	secondary school teachers of science stream	128	-0.06

Observation of the table 15 shows that the values of correlation between emotional intelligence and personality factor 'N: Forthright vs. Shrewd' for male and female secondary school teacher are -0.05 and -0.09. For secondary school teacher of arts and science streams the values of correlations are -0.04 and -0.06. It means that emotional intelligence among secondary school teachers is not related to personality factor 'N: Forthright vs. Shrewd'.

Table 16. Correlation between emotional intelligence and personality factor 'O: Placid vs. Apprehensive' for various groups of secondary school teachers

S.N.	Groups	N	Value of correlation
1	Male secondary school teachers	205	-0.21**
2.	Female secondary school teachers	208	-0.39***
3.	secondary school teachers of arts stream	285	-0.22***
4.	secondary school teachers of science stream	128	-0.20*

*/**/*** significant at .05/.01/.001 level

Observation of the table 16 shows that the values of correlation between emotional intelligence and personality factor 'O: Placid vs. Apprehensive' for male and female secondary school teacher are -0.21 and -0.39. The former is significant at .01 level while the latter is significant at .001 level. It means that emotional intelligence among male as well as female secondary school teachers is negatively related to personality factor O.

Values of correlation between emotional intelligence among the secondary school teacher of arts and science streams and personality factor O are -0.22 and -0.20. The former is significant at .001 level while the latter is significant at .05 level. It means that emotional intelligence among the secondary school teachers of arts and science streams is negatively related to personality factor O.

Table 17. Correlation between emotional intelligence and personality factor 'Q₁: *Conservative vs. Experimenting*' for various groups of secondary school teachers

S.N.	Groups	N	Value of correlation
1	Male secondary school teachers	205	-0.14
2.	Female secondary school teachers	208	0.09
3.	secondary school teachers of arts stream	285	-0.19
4.	secondary school teachers of science stream	128	-0.04

* significant at .05 level

Observation of the table 17 shows that the values of correlation between emotional intelligence and personality factor 'Q₁: *Conservative vs. Experimenting*' for male and female secondary school teacher are -0.14 and 0.09 respectively. Both are not significant at .05 level. It means that there is no relationship between emotional intelligence and personality factor Q₁ among male and female secondary school teacher

Values of correlation between emotional intelligence and personality factor Q₁ for the secondary school teachers of arts and science streams are -0.19 and -0.04. Both are not significant at .05 level. So, it can be inferred that emotional intelligence among the secondary school teacher of arts and science streams is not related to personality factor Q₁.

Table 18. Correlation between emotional intelligence and personality factor 'Q₂: *Group-Dependent vs. Self-Sufficient*' for various groups of secondary school teachers

S.N.	Groups	N	Value of correlation
1	Male secondary school teachers	205	-0.06
2.	Female secondary school teachers	208	-0.18
3.	secondary school teacher of arts stream	285	-0.04
4.	secondary school teachers of science stream	128	-0.19*

*/** significant at .05/.01 level

Observation of the table 18 shows that the values of correlation between emotional intelligence among male and female secondary school teachers and personality factor 'Q₂: *Group-Dependent vs. Self-Sufficient*' are -0.06 and -0.18 respectively. Both are not significant at .05 level. It means that emotional intelligence among male and female secondary school teachers not related to personality factor Q₂.

Values of correlation between emotional intelligence and personality factor Q₂ for the secondary school teachers of arts and science streams are -0.04 and -0.19. The former is not significant at .05 level while the latter is significant at .05 level. It means that emotional intelligence among the secondary school teachers of arts stream is not related to personality factor Q₂ while emotional intelligence among secondary school teacher of science stream is negatively related to personality factor Q₂.

Table 19. Correlation between emotional intelligence and personality factor 'Q₃: *Undisciplined self-Conflict vs. Controlled*' for various groups of secondary school teachers

S.N.	Groups	N	Value of correlation
1	Male secondary school teachers	205	0.17
2.	Female secondary school teachers	208	0.29***
3.	secondary school teachers of arts stream	285	0.12
4.	secondary school teachers of science stream	128	0.36***

*/*** significant at .05/.001 level

Observation of the table 19 shows that the values of correlation between emotional intelligence among male and female secondary school teachers and personality factor 'Q₃: *Undisciplined self-Conflict vs. Controlled*' are 0.17 and 0.29. The former is not significant at .05 level while the latter is significant at .001 level. It means that emotional intelligence is positively related to personality factor Q₃ for female secondary school teacher but for male secondary school teachers emotional intelligence is not related to personality factor Q₃.

Values of correlation between emotional intelligence and personality factor Q₃ for the secondary school teacher of arts and science streams are 0.12 and 0.36. The former is not significant at .05 level while the latter is significant at .001 level. It means that emotional intelligence is not related to personality factor Q₃ for the secondary school teacher of arts stream while for the secondary school teachers of science stream emotional intelligence is positively related to personality factor Q₃.

Table 20. Correlation between emotional intelligence and personality factor 'Q₄: Relaxed vs. Tense' for various groups of secondary school teachers

S.N.	Groups	N	Value of correlation
1	Male secondary school teachers	205	-0.18*
2.	Female secondary school teachers	208	-0.41***
3.	secondary school teachers of arts stream	285	-0.20**
4.	secondary school teachers of science stream	128	-0.41***

*/**/** significant at .05/0.1/.001 level

Observation of the table 20 shows that the values of correlations between emotional intelligence among male and female secondary school teachers and personality factor 'Q₄: Relaxed vs. Tense' are -0.18 and -0.41. The former is significant at .05 level while the latter is significant at .001 level. It means that emotional intelligence among male and female secondary school teachers is negatively related to personality factor Q₄.

Values of correlation between emotional intelligence and personality factor Q₄ for the secondary school teachers of arts and science streams are -0.20 and -0.41 respectively. The former is significant at .01 level while the latter is significant at .001 level. It means that emotional intelligence among secondary school teachers of arts and science stream is negatively related to personality factor Q₄.

4. FINDINGS & DISCUSSION

Results of this study revealed that there is no significant difference in emotional intelligence of secondary school male and female teachers. Stream in which these secondary school teachers were teaching has no role to play in emotional intelligence. It means there is no significant difference in emotional intelligence form different stream's secondary school teachers. Detailed analysis shows that in case of some personality factors different groups of secondary school teachers were significantly different but in case of some other personality factor gender and stream of secondary school teachers does not play significant role. In the same way emotional intelligence and different personality factors of different groups based on gender and streams were positively related but in some case they were negatively related. In maximum cases these relationships were not significant.

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